

# SCOPE, SEQUENCE, and COORDINATION

A National Curriculum Project for High School Science Education

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# SCOPE, SEQUENCE, and COORDINATION

## **SS&C Research and Development Center**

Gerry Wheeler, *Principal Investigator*  
Erma M. Anderson, *Project Director*  
Nancy Erwin, *Project Editor*  
Rick McGolerick, *Project Coordinator*  
Arlington, Va., 703.312.9256

### **Evaluation Center**

Frances Lawrenz, *Center Director*  
Doug Huffman, *Associate Director*  
Wayne Welch, *Consultant*  
University of Minnesota, 612.625.2046

## **Houston SS&C Materials Development and Coordination Center**

Linda W. Crow, *Center Director*  
Godrej H. Sethna, *School Coordinator*  
University of Houston-Downtown, 713.221.8583

### **Houston School Sites and Lead Teachers**

Jefferson Davis H.S., Lois Range  
Lee H.S., Thomas Ivy  
Jack Yates H.S., Diane Schranck

## **California Coordination Center**

Tom Hinojosa, *Center Coordinator*  
Santa Clara, Calif., 408.244.3080

### **California School Sites and Lead Teachers**

Sherman Indian H.S., Mary Yarger  
Sacramento H.S., Brian Jacobs

## **Iowa Coordination Center**

Robert Yager, *Center Director*  
University of Iowa, 319.335.1189

### **Iowa School Sites and Lead Teachers**

Pleasant Valley H.S., William Roberts  
North Scott H.S., Mike Brown

## **North Carolina Coordination Center**

Charles Coble, *Center Co-Director*  
Jessie Jones, *School Coordinator*  
East Carolina University, 919.328.6172

### **North Carolina School Sites and Lead Teachers**

Tarboro H.S., Ernestine Smith  
Northside H.S., Glenda Burrus

## **Puerto Rico Coordination Center\***

Manuel Gomez, *Center Co-Director*  
Acenet Bernacet, *Center Co-Director*  
University of Puerto Rico, 809.765.5170

### **Puerto Rico School Site**

UPR Lab H.S.

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### **Pilot Sites**

*Site Coordinator and Lead Teacher*  
Fox Lane H.S., New York, Arthur Eisenkraft  
Georgetown Day School, Washington, D.C.,  
William George  
Flathead H.S., Montana, Gary Freebury  
Clinton H.S., New York, John Laffan\*

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## **Advisory Board**

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**Dr. Kathryn Sullivan**, Ohio Center of  
Science and Industry

## **Project Associates**

**Bill G. Aldridge**  
SciEdSol, Henderson, Nev.

**Dorothy L. Gabel**  
Indiana University

**Stephen G. Druger**  
Northwestern University

**George Miller**  
University of California-Irvine

## Student Materials

Learning Sequence Item:

# 924

## Physical Properties of Matter

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*Adapted by: Ruth Mann, Brett Pyle, and Linda W. Crow*

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### **Contents**

#### **Lab Activities**

1. Sticky Situations
2. How Soluble Can You Be?
3. What's the Point?
4. How Hot Is It?
5. Dive! Dive!

#### **Readings**

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## Science as Inquiry

**Sticky Situations**

Record your observations when you place the water and alcohol on the waxed paper. Include drawings to show what happened.

Describe the results of placing a needle and tissue paper into the beaker of water. Also, record the results when detergent was added.

1. In your own words, define adhesion and cohesion.
  
  
  
  
  
  
  
  
  
  
2. Explain how surface tension relates to adhesion and cohesion.



## Science as Inquiry

**What's the Point?****How can the melting point of a substance be determined?**

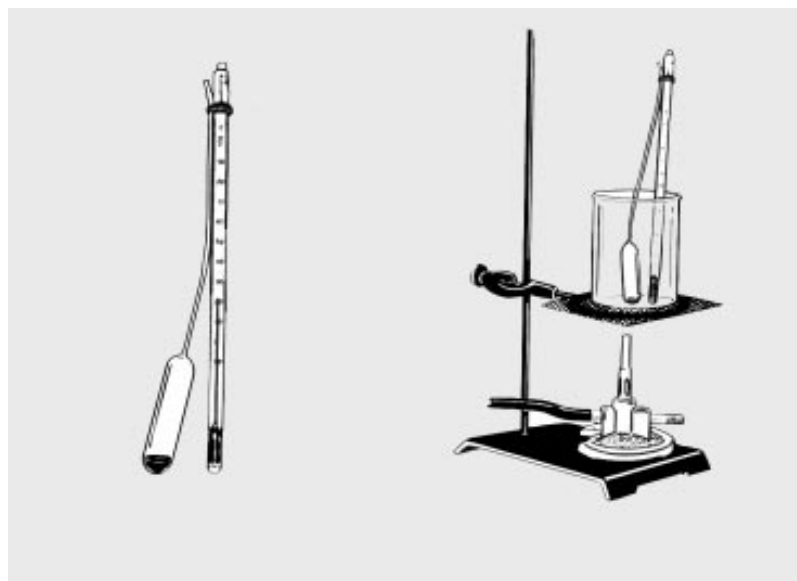
Your teacher will give you a substance for which you are to determine the melting point. Weigh and record the mass of 2 grams of the substance. Place the substance in a test tube and seal with aluminum foil. Fill a 400 mL beaker 2/3 full of water and place the sealed test tube in the beaker. Heat the beaker until the substance is completely melted. Once melted, insert a thermometer through the foil. Then turn off the heat and place the test tube containing the thermometer in an empty 400 mL beaker. Measure and record the temperature of the substance each minute until it becomes solid. Do not remove the thermometer from the test tube. Plot the data on a graph. Repeat for 4 and 6 grams of substance.

1. What does the melting-freezing point look like on the graph?
2. If the freezing point is defined as the temperature at which a substance changes from liquid to solid, what is the freezing point of naphthalene (or of P-dichlorobenzene)?
3. What is the relationship between the mass of a substance and its melting/freezing point?
4. Does the quantity of substance relate to the length of time it takes a substance to freeze?
5. Does the mass or length of time change the melting-freezing point?

## Science as Inquiry

**How Hot Is It?**

Add 1 mL of isopropyl alcohol to a clean dry beral pipette. Attach a thermometer using a small rubber band (see figure below). Fill the beaker 3/4 full of warm water. Place the beral pipette/thermometer setup in the beaker. Begin heating while stirring frequently to insure even heating. When you observe a ring of condensation, remove the heat source. When the uppermost condensation ring becomes stationary record the temperature. Repeat this process using 2 mL then 3 mL. Then try to determine the boiling point of the unknown. Use the table to identify the unknown.



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**Boiling Points of Common Organic Liquids**

<b>Substance</b>	<b>Boiling Point</b>
acetone	56.2 degrees
methanol	65.0 degrees
2-propanol	82.4 degrees
ethanol	78.5 degrees

*Temperature measurements are based on the Celsius temperature scale.*

1. What is the boiling point for isopropyl alcohol?
2. What is the relationship between quantity and boiling point?
3. Why is boiling point recognized as a property of matter?

## Science as Inquiry

**Dive! Dive!**

Construct a data table to record the times for the ball to fall through each liquid. Repeat the test three times for each liquid and take an average. From these numbers, calculate the speed of the ball in each liquid. Use the following formula:

$$\text{speed of ball} = \text{distance the ball traveled} \div \text{time for the ball to travel the distance}$$

1. Define viscosity in your own words.
2. Explain how the ball is affected by the viscosities of the liquids tested.
3. List the liquids tested in order from least viscous to most viscous. Support your answer with your data.